

MONTANA BEHAVIORAL INITIATIVE

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MBI 2014-2015

We are currently taking applications for additional schools interested in becoming MBI sites for the 2014-2015 school year. Each site must identify a team that is representative of the staff at their site (including an administrator). Site MBI Teams may apply to attend four days of MBI Team Training during the school year. These trainings will be held in the five CSPD regions in order to make them accessible for all those interested. The MBI Training dates for the 2014-15 school year are as follows:

September 15 - 16, 2014 **Sidney**
September 22 - 23, 2014 **Fairmont**
September 29 – 30, 2014 **Billings**
October 6 - 7, 2014 **Great Falls**
October 27 - 28, 2014 **Missoula**

January 12 - 13, 2015 **Sidney**
February 23 - 24, 2015 **Fairmont**
January 26 - 27, 2015 **Billings**
February 2 - 3, 2015 **Great Falls**
February 9 - 10, 2015 **Missoula**

Each site will identify its MBI team site facilitator(s) who will receive additional professional development prior to the team trainings. Please see the Expectations of Commitment chart to assist with the selection of your site facilitator and for a more detailed explanation of expectations for MBI teams.

Participation in MBI Team Training offers the following opportunities:

- Staff development led by state, local and nationally recognized presenters
- Resource materials to supplement the training and to support implementation of the MBI process
- Time to network, problem solve, and share effective strategies with other MBI teams throughout the state
- Information on best practices to improve school climate and support student achievement
- An MBI State Consultant assigned to your site
- Recognition as an MBI School

Please review the following information, complete the attached application form, and return it to Susan Bailey-Anderson by September 5, 2014.



2014-2015 TEAM TRAINING APPLICATION

TEAM COMMITMENT FORM

We, the MBI Team for _____, make a commitment to incorporate the critical components of the Montana Behavioral Initiative at our site. In so doing, we are making a good faith effort to exemplify the mission, principles, and goals of the Montana Behavioral Initiative, ensuring a safe and supportive learning environment in which the students of our community can grow and learn.

We have reviewed the attached MBI Belief Statements, the overview of MBI, the explanation of commitment, and the MBI Team Training participation requirements.

_____ Site Administrator/Principal	_____ Date	_____ MBI Site Facilitator(s)	_____ Date	_____ MBI Site Facilitator(s)	_____ Date
_____ MBI Team Member	_____ Date	_____ MBI Team Member	_____ Date		
_____ MBI Team Member	_____ Date	_____ MBI Team Member	_____ Date		



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

SITE CONTACT INFORMATION

ADMINISTRATOR RESPONSIBLE FOR MBI

Name: _____

Home Address: _____

School Address: _____

Telephone: (H) _____ (W) _____ Fax: _____

E-Mail: _____

School/Site Name: _____

School District/Special Education Cooperative: _____

Signature: _____

____ Principal
____ Superintendent
____ Special Ed. Administrator
____ Other

MBI SITE FACILITATOR(S)--(If determined at this time)

Name: _____

Home Address: _____

School Address: _____

Telephone: (H) _____ (W) _____ Fax: _____

E-Mail: _____

School/Site Name: _____

School District/Special Education Cooperative: _____

Signature: _____

Please return this form by September 5, 2014

to

**Susan Bailey-Anderson, MBI Coordinator
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
Fax: (406) 444-3924**

**Notification of acceptance to the MBI Team Training
will be sent upon receipt of this application.
(Site contact information and commitment form)**

**One of the MBI Consultants will be contacting your
site to set up a time for the required MBI Overview
informational presentation at a site staff/faculty
meeting prior to team training.**

**Thank you for your interest and commitment. The
MBI is making a difference.**

Name: _____

Home Address: _____

School Address: _____

Telephone: (H) _____ (W) _____ Fax: _____

E-Mail: _____

School/Site Name: _____

School District/Special Education Cooperative: _____

Signature: _____

MBI TEAM TRAINING PARTICIPATION REQUIREMENTS



Each site must agree to do the following, based on the five Key MBI Indicators:

- **TEAMING**

- Commit to a **common purpose and approach to discipline...** creating a **safe and supportive learning environment** that includes **student voice and family/community involvement**
- Establish and maintain a **team**—with **administrator support, participation and leadership**—to ensure the implementation of **best practice interventions and supports**
- Hold MBI team **meetings on a regular basis using effective operating procedures**
- Select **on-site facilitator(s)**

- **TRAINING**

- Hold a **site staff/faculty meeting** to provide an **overview of the MBI process and philosophy**
- **Send a team (including an administrator) to regional team trainings—2 days fall and 2 days winter for 2 years**
- **Send site facilitator(s) to additional professional development**
- **Attend MBI Summer Institute—June 2014 and/or 2015**

- **PROACTIVE SUPPORT STRATEGIES**

- **Implement** best practices and schoolwide positive behavior support strategies
 - **Clear set of positive expectations and behaviors**
 - **Procedures for teaching expected behavior**
 - **Continuum of procedures for encouraging expected behavior**
 - **Continuum of procedures for discouraging inappropriate behavior**

- **EVALUATION**

- Establish a **system** for using **data to make decisions** and problem solve in order to **determine site goals and evaluate their effectiveness**
- Participate in the school climate or safety survey (PBIS Safety Survey, My Voice, or In-District Survey) and the School-wide Evaluation Tool (**SET**)
- Monitor progress using the MBI Team Implementation Checklist (**TIC**), Self-Assessment Survey (**SAS**), and **MBI Annual Action Plan**

- **COMMUNITY**

- Promote **community awareness** of MBI activities at your site



EXPLANATION OF COMMITMENT

	PRACTICES	SYSTEMS	DATA
MBI SITE TEAMS <ul style="list-style-type: none"> • Represent entire staff • Include administrative support, participation and leadership • Include student voice and family engagement • Commit to MBI process and philosophy 	<ul style="list-style-type: none"> • Implement MBI process and philosophy: ✓ 3-5 schoolwide expectations ✓ Teaching matrix ✓ Formal lesson plans: expectations taught, practiced and reviewed ✓ System of recognition ✓ System of consequences 	<ul style="list-style-type: none"> • Establish MBI Team with effective regular meetings • Develop familiarity with MBI process • Establish MBI as a priority for goal-setting • Develop support from at least 80% of staff 	<ul style="list-style-type: none"> • Establish procedures for ongoing monitoring • Participate in SAS, TIC, school climate survey, SET • Maintain data collection systems • Use MBI Annual Action Plan • Use a data-based decision-making/ problem-solving model
MBI SITE FACILITATORS <ul style="list-style-type: none"> • Attend site facilitator training • Lead/encourage site team throughout the effective implementation of the MBI process 	<ul style="list-style-type: none"> • Become fluent with knowledge and use of essential features of MBI practices and philosophy • Build an awareness of model site examples • Gain skills to conduct effective meetings 	<ul style="list-style-type: none"> • Facilitate site team meetings • Communicate within site • Delegate roles and responsibilities to other team members • Link with MBI consultants 	<ul style="list-style-type: none"> • Assume responsibility for data-collection tools (TIC, SAS, SET, My Voice, school climate survey) • Assume responsibility for organization/ presentation of data at site
MBI CONSULTANTS <ul style="list-style-type: none"> • Train site teams and facilitators in MBI process and philosophy • Work with multiple sites/teams • Serve on MBI Council • Link with MBI State Director 	<ul style="list-style-type: none"> • Present effective professional development/training in MBI process and philosophy • Make at least two site visits • Maintain contact with the site facilitator 	<ul style="list-style-type: none"> • Link between training and MBI site teams • Offer resources with expertise and materials • Provide technical assistance, support and encouragement • Assist with problem solving 	<ul style="list-style-type: none"> • Coordinate MBI site assessments (TIC, SAS, school climate survey) • Guide team in developing MBI Annual Action Plan • Conduct SET • Link MBI site needs (data-based) to professional development



MBI BELIEF STATEMENTS

- ✓ All students should be taught all the skills necessary for success: academic, social, emotional, and behavioral.
- ✓ Schools are places where students can learn and practice positive interpersonal, cross-cultural, and citizenship skills.
- ✓ A caring school climate and positive relationships between students and staff are critical to student success and provide an environment where academics flourish.
- ✓ Schools are places where youth have access to many significant adults to help them feel collectively and individually valued.
- ✓ Schools and communities must work together to meet the diverse needs of students and honor the traditions and contributions of both family and community members.
- ✓ All students are entitled to be treated with dignity and respect.
- ✓ Successful schools gather and use a variety of information to improve teaching and learning.
- ✓ Effective use of a team approach involving all school staff working together provides a consistency which enhances student success.
- ✓ Positive, proactive and preventative efforts of schools and communities can create a school climate free of stereotyping, harassment, hatred and violence—filled with a concern for justice and fairness.

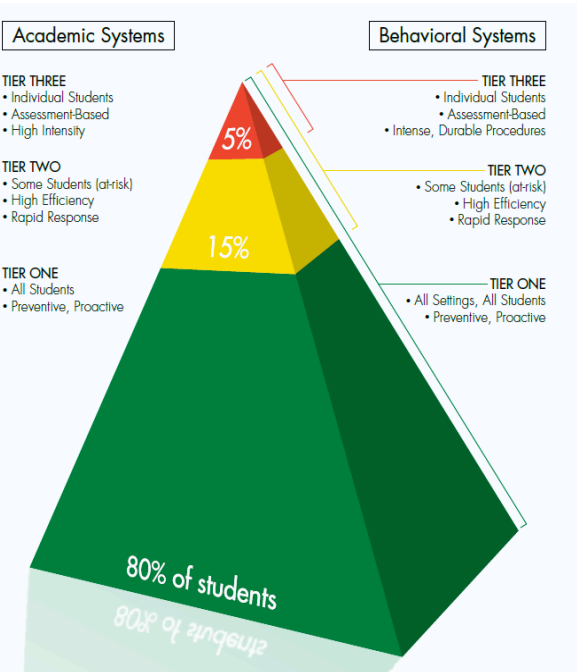
AN OVERVIEW OF THE MONTANA BEHAVIORAL INITIATIVE

The Montana Behavioral Initiative (MBI) is a comprehensive staff development venture that improves the capacities of schools and communities to meet the diverse and increasingly complex social, emotional and behavioral needs of students. The MBI assists educators and other community members in developing the attitudes, skills, and systems necessary to ensure that each student leaves public education and enters the community with social competence appropriate to the individual regardless of ability or disability.

The MBI provides a systems approach for establishing the social culture and behavioral supports needed for a school to create a successful learning environment for all students. The process offers a framework for the adoption and long-term implementation of an efficient and effective approach to discipline. The schoolwide Positive Behavior Supports and Interventions (PBIS) methods are research-based and supported by a three-tiered logic model, which represents the behavioral component of Response to Intervention (RTI).

When the MBI system is in place:

- Staff are more consistent in their expectations and actions.
- Students understand and are more likely to follow rules and expectations.
- A more positive relationship exists between and among staff and students.
- The focus is on learning.



When schools employ effective practices, systems, and data-based decision making—consistently and with fidelity—desired outcomes are achievable across all three tiers.

Providing predictability, stability, clear limits, consistency, and routine helps create safe and supportive learning environments. The MBI methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance.

OUTCOMES: The academic, social and behavioral targets that are endorsed and emphasized by students, families and educators

Social Competence and Academic Achievement

SYSTEMS: The supports that are needed to enable accurate and durable implementation of the practices of SW-PBS by all staff

Supporting Staff Behavior

Supporting Decision Making

DATA: The information that is used to identify the current status, the need for change and the effects of interventions

Supporting Student Behavior

PRACTICES: The evidence-based interventions and strategies that are taught and that structure the way staff members interact with students

